

## Utah CCGP-Closing the Gap Results Report( Large Group) 2006-2007

**School:** Emery High School

**Target Group:**

**Target Group Selection:**

### ABSTRACT

### PROJECT DESCRIPTION

#### Introduction

#### Participants

#### Method

- Guidance activities:
- Resources needed
- Project Start and End Dates:
- Evaluation: A survey was conducted to see if students used the site for ACT preparation or for other reasons.
- Counselors: Both high school counselors conducted sessions.
- Curriculum and Materials Used: Handouts about preparing for college or post high school training and about Utah Mentor were passed out.

### RESULTS

Utah Mentor ACT Preparation Survey, May 2007

Name \_\_\_\_\_

Please circle the right answer or provide some brief comments.

1. Did you attend the session in the counseling center on the Utah Mentor ACT prep site?  
Yes No  
**61**
2. Did you understand how to use the site? Yes No  
**61**
3. After the session was over, did you use the site for ACT practice? Yes No  
**15 45**
4. If you didn't, why not? **Most common responses: No Time, Worked hard on practice in L.A. class, Forgot about it, Didn't want to**
5. If you did, approximately how much time did you spend on it?  
**1-3 hr. = 8 4-7 hr. = 4 more than 10 hr. = 3**
6. Do you think it improved your performance? Yes No  
**12 3**
7. Do you recommend that the counselors repeat this workshop for next year's junior class?  
Yes No  
**60 1**
8. What changes in the presentation would you recommend? **Most common responses: More time, More info, More class time to practice**
9. Do you think you will use the website for any of the other functions? Yes No  
**34 24**  
**Maybe=2**

10. Would you like more training on the website? Yes No  
**15 45**

## **DISCUSSION**

Results of the survey and discussions with the students showed that students did learn from the presentation. Students did indicate that they needed more time at school to practice for the ACT and that most relied on the opportunities provided in the language arts classes. In discussions, students who were not satisfied with the ACT scores or who didn't take the spring ACT have requested other opportunities to use the site at school for preparation. Counselors will explore options to provide opportunities.

## **Utah CCGP-Closing the Gap Results Report (Small Group) 2006-2007**

**School:** Emery High School

**Target Group:** Junior students at-risk for graduation

**Target Group Selection:** Student identified through credit totals and low performance lists.

### **ABSTRACT**

Student success groups were formed as part of an on-going goal of better supporting at-risk students. Two groups of 12 junior students were identified at the end of the first term based on two or more failing grades for that term and minimal credit earned. Groups were conducted 3 times for the next three terms and included brief study skills suggestion, problem-solving and academic progress reviews. Individual counseling, parent conferences, teacher consultations and individual planning also resulted from the tracking sessions. Students were better advised and counseled in addition to be more aware of their academic progress. About half of the students improved their term GPA by the end of the year. Overall the efforts of the process were determined to be worth the effort in establishing and tracking the groups.

### **PROJECT DESCRIPTION**

**Introduction:** Junior students were identified at the end of 1<sup>st</sup> term to be included in Academic Success groups because of missing credits and failing grades. This was the second year of the program and based on the first year results, it was decided to identify students earlier in the year. The counselor met with the 22 students in 2 small groups 3 times a term for the remainder of the year. All students didn't attend all the groups. The meetings were held during an advisory time, about 15 min. each time, so that students wouldn't miss academic classes. Progress reports, study skills and any specific problems were discussed. Attendance and GPA's and credits earned were the main evaluation measures. Other interventions that grew out of group contact involved parent meetings, consultation with teachers, adjusted placements and individual counseling. While not all students improved to the level hoped for, the contact and tracking helped maintain some students and helped to clarify problems.

### **Method**

- **Guidance activities:** Basic problem-solving and study skills mini-presentations and group dynamics.
- **Resources needed:** Access to students, counselor time, credit evaluation sheets and grade and assignment summaries.
- **Project Start and End Dates:** Nov. 27 thru end of the year.
- **Evaluation:** Participation
- **Counselors:** Christine Hunt and Adele Huntington

## **RESULTS**

Twenty-two students attended group meetings at some point throughout the year. Four students decided not to continue meeting. Three students withdrew from the school. The majority of students said that they appreciated having a chance to review their progress and meet with other students who were working to improve their grades. Results of improvement were sporadic. About half the students improved and about half stayed the same or dropped. The number of F's first term was 32. The number of F's fourth term was 31. The average GPA first term was 1.4 and fourth term was 1.4. Recommendations for summer school and/or Electronic High School to remediate credits were sent to parents of 22 students. The students were also counseled about their summer options.

## **DISCUSSION**

While there was not as much academic improvement as hoped for, the process highlighted problems that students were having. Several placements were adjusted and scheduled changes because of the systematic review. Students made alternate plans when problems were identified that will make the next year more successful. As always when dealing with at-risk students, maintenance is an important part of the process. The advantages to a systematic tracking of at-risk are worth the time and effort. The focus for next year will be to develop more options to improve academic performance.

## **Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007**

**School:** Green River High School

**Target Group:** Ninth Grade Class

### **ABSTRACT**

The Reality Town Simulation was conducted for the 18 ninth grade students at Green River High School. It was decided to have adult volunteers handle several of the 20 stations because of the small number of students involved. There were two sessions to prepare the students, the simulation and then a follow-up session. The activity was held successfully. The school community was glad that the opportunity was afforded their students, in spite of the small size of the class.

### **PROJECT DESCRIPTION**

**Introduction:** The Reality Town Simulation had not previously been conducted at Green River High School because of the size of the class and limited counselor time. It was decided to try it this year to add more dimension to the guidance activities for the ninth graders. Two teachers, the counselor, the counseling aide and 4 community volunteers were involved in presenting the activity and related lessons. It was a successful activity and appreciated by the students and the school community.

**Participants:** Eighteen ninth graders and 4 community volunteers

#### **Method**

- **Guidance Activities:** This simulation helps students with life skills and awareness of financial planning and job earning power.
- **Resources/Staff Develop:** The counselor had training in Reality Town and provided brief training for staff and volunteers at Green River High School.
- **Project Start and End Dates:** The simulation was conducted on Feb. 21<sup>st</sup>. Three school periods provided the time for preparation and follow-up activities in the weeks preceding and following the simulation.
- **Evaluation Methods:** Successful completion of the activity and the recommendation by all involved that the activity be continued each year.
- **Counselor:** Christine Hunt, school counselor, and Cindy Bowerman, aide, were responsible for the activity.
- **Curriculum and Materials Used:** The Reality Town Kit and donated checkbooks were used.

### **RESULTS**

Being able to offer the activity with limited resources and having a successful outcome was the main measure of success.

### **DISCUSSION**

This demonstrated that with planning and some adaptation, activities that are developed for larger schools can be duplicated in smaller locales with fewer resources. Next year the plan will include more documentation of what students learn from the experience.

## **Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007**

**School:** Green River High School

**Target Group:** 8<sup>th</sup> Grade Class

### **ABSTRACT**

The class of 2011 was identified in the 7<sup>th</sup> grade year as being a low achieving class on average and was developing some negative group dynamics. Green River High School is a 7-12 grade school with each grade together for many classes. Interventions were begun in 7<sup>th</sup> grade with the group of 27 students to improve attitude and performance. There were follow-up interventions this year. Faculty reviewed the reading scores from the administration of the Gates-McGinitie Reading Test last spring. Activities from the *WHY TRY* curriculum were continued. Individual students were tracked and parent conferences were held. Parents attended a group SEOP meeting to review new graduation requirements, grade requirements for participation in sports and activities, and to provide study skills and home support suggestions. The GPA for the class stayed about the same but there were half the number of failing grades received than in 7<sup>th</sup> grade. There were far fewer Needs Improvement and Unsatisfactory citizenship marks in 8<sup>th</sup> grade.

### **PROJECT DESCRIPTION**

**Introduction:** The class of 2011 did not do well as a whole in 7<sup>th</sup> grade and interventions were begun in the spring to improve attitude and performance. Interventions continued this year. In August, teachers reviewed the results of the Gates-McGinitie Reading Test and discussed implications. Follow-up activities from the *WHY TRY* curriculum were conducted in September. Students responded more successfully than in the spring to those activities. Individual students were tracked and some parent conferences were held. Students were recruited in to the *GEAR UP* program that was held after school. A group SEOP was held to inform parents about the new graduation requirements in this district starting with the class of 2011 that require 4 years of language arts, 3 years of math and 3 years of science. Grade and citizenship requirements for participation in high school activities were stressed. Parents and students also received suggestions to improve study skills and home support. The over-all GPA of the class rose for 8<sup>th</sup> grade and fewer failing grades were received.

**Participants:** All 27 students in the 8<sup>th</sup> grade class participated in the *WHY TRY* Activities, classroom study skills sessions and the Group SEOP. Ten different students were tracked at times through the year. Four parent student conferences were held with the counselor and others with the principal.

### **Method**

- **Guidance Activities:** Study skills presentation, Group SEOP, *WHY TRY* activities
- **Resources/Staff Develop;** *WHY TRY* curriculum
- **Project Start and End Dates:** throughout the year

- **Evaluation Methods:** Comparison of Class GPA
- **Counselor:** Christine Hunt, school counselor and Cindy Bowerman, aide
- **Curriculum and Materials Used:** *WHY TRY* curriculum, study skills, parent support suggestions, student contracts, progress reports.

## RESULTS

Item	7 <sup>th</sup> Grade Total	8 <sup>th</sup> Grade Total
GPA	2.3	2.2
F's	96	53
N's (needs improvement)	154	104
U's (unsatisfactory)	82	15

The number of GPA's that increased from 7<sup>th</sup> to 8<sup>th</sup> grade = 9

The number of GPA's that stayed the same 7<sup>th</sup> to 8<sup>th</sup> grade = 8

The number of GPA's that decreased 7<sup>th</sup> to 8<sup>th</sup> grade = 7

## DISCUSSION

By focusing on the dynamics of the class as a whole and by targeting specific students for individual attention, some improvement occurred. In a small school the necessity of the same students working together for most periods of the day suggests that the dynamics of the group need to be considered and can be addressed with planning and coordinated efforts. Efforts to address the common concerns of this class will be continued next year.